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Special supplement

Educating Ourselves

On the role of Professional Development in Business Schools

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This supplement issue of the *Global Focus* Magazine is about "Educating Ourselves". It deals with how we should prepare future business school leaders (in the broadest sense) for their professional roles. As we all know, "learning on the job" still dominates. This state of affairs is however far from ideal - managerial inefficiencies should be avoided as much as possible, not tacitly built into the leadership design as an improvement opportunity.

Professional development is an activity of strategic importance for business schools and should therefore be a core component of any institutional quality improvement agenda. The same applies to EFMD GN as it expands and further develops its portfolio of membership services. This supplement issue takes stock and looks at the role of professional development from different angles. It is our hope that the contributions included in this volume will encourage a broader debate in our network, which will ultimately lead to more attention devoted to professional development.

The contributors have been selected for the variety of perspectives that they can offer on the subject. The astute reader will however notice that the contributions share significant common ground when it comes to making the case that professional development will need to play a much more important role going forward, in the face of the many disruptive influences reshaping our sector. This commonality should serve as encouragement for the EFMD membership address internal development needs with greater persistence and urgency – and hopefully in partnership with EFMD.

Ulrich Hommel
Director of Business School Development &
Associate Director Quality Services, EFMD GN

Educating Ourselves
On the role of professional development in business Schools

By
Ivana Marinkovic, Associate Director, EFMD Global Network Central and Eastern Europe
Eric Cornuel, CEO and Director General, EFMD

Professional development in a changing world

Today management education and development is about fostering purpose-led organisations that are driven by innovative, agile and responsible leaders ready to face the challenges of an uncertain and ever-changing future.

Shaping the leaders of tomorrow is an immense responsibility for business schools, even though schools themselves are in a state of constant change where market pressures and performance indicators are in balance with corporate relevance and societal impact.

That is why higher education institutions need faculty and senior managers who are empowered to take on broader and more strategic responsibilities to enhance their professional skills. But they also need leaders who develop and grow personally.

As a global organisation, EFMD has always striven to develop innovative ways to fulfil its mission as a catalyst enhancing the quality of management education and development globally. Since its establishment, professional development and leadership programmes have been a critical part of the EFMD portfolio of services. The expansion and development of this area of activities is where our strategic efforts will concentrate now and in the future.

The diversity of the EFMD network allows business school peers to discuss, share and benchmark their experiences and knowledge of executive development opportunities in a truly international context.

Internationalisation has always been one of the core values of EFMD and its accreditations, learning and networking services. Through international benchmarking, we want to provide an environment that challenges established assumptions and encourages business school executives to exchange ideas, co-create and innovate.

We are also privileged to have a dedicated and experienced team and a well-established pool of leading international experts in personal, institutional and strategic development, who devote their knowledge, time and efforts to help all of us grow.

Through structured alumni communities, we want to make sure that the learning process does not stop on the last day of a programme and that the intellectual exchange and established professional links have long-lasting impact on the development and careers of individuals.

To reference Carol Dweck's concept of "growth mindset", talents can be developed through hard work, good strategies and input from others. Our professional development programmes aim at providing participants with this integrated and holistic experience, offering personal insight, organisational relevance and long-lasting societal impact.

We already run several professional development programmes on a regular basis, which, together with their more targeted spin-offs, provide building blocks for a varied portfolio of leadership programmes.

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Strategic Leadership Programme for Deans

The annual Strategic Leadership Programme for Deans is a dynamic knowledge-sharing programme that is aimed at exploring the multiple aspects of the role of a dean as a leader of his/her institution. Participants have the opportunity to interact with highly experienced deans, gaining insight into their views and experience in taking their school into major new developments.

The programme covers a variety of themes, from the role of the leader in managing strategic directions across the institution; through transversal themes such as cost and revenue generation, fundraising, student and staffing; to potential challenges such as mergers, crisis management and reputation issues.

EFMD – EURAM Research Leadership Programme

In order to strengthen their members' capability to develop high-quality and relevant research, EFMD and EURAM have joined forces to launch another professional development programme - the EFMD / EURAM Research Leadership Programme.

With two components focusing on the context as well as on the content of management research, it helps integrate a community of research leaders in business and management schools. Direct advice from experienced directors, access to the gatekeepers of research funding institutions and the back-up from a network of programme alumni across the continent are at the heart of this programme.

Admissions Institute for New Professionals

Another professional development programme, the Admissions Institute for New Professionals, is designed as a cohort-learning executive education experience. This comprehensive programme utilises a combined learning methodology that includes lectures, cases, group discussions, workshops and individual contributions to help participants master the admissions profession. We organise it in collaboration with our strategic partner – the Graduate Management Admission Council (GMAC).

> *Future business school leaders expect to be taken on a participative learning journey that is rich in content, fun and flexible, creating a sustainable network of international peers and providing long-lasting personal impact. New technologies and experiential learning will open up new opportunities in these areas*

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The Executive Academy has celebrated one year of continued success, and has attracted 55 top-level candidates...

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...from more than 30 countries around the globe. The latest edition took place in Prague in November 2018 with 21 participants

EFMD – HUMANE Schools

EFMD also goes beyond higher education in business and management. Despite apparent differences between national systems, senior managers in higher-education institutions have to deal with very similar issues.

The EFMD – HUMANE Schools, run three times a year in Europe and Asia, are four-day training programmes that develop the leadership potential of these managers. These highly intensive programmes, including plenary sessions and practical work in small groups, make them fully aware of the concepts and practices of strategic management, and the importance of integrating academic matters, finances, human resources, governance, leadership and communication strategy in the development of a university strategy.

Executive Academy for Teaching and Learning Professionals

Being the "actor of change" within EFMD, in February 2017 the Professional Development Team launched the "The Executive Academy for Teaching & Learning Professionals", a blueprint for the development of further offerings in the professional development space.

The Executive Academy has celebrated one year of continued success.

After three completed streams in Prague (May 2017), Miami (September 2017) and Singapore in April 2018, the Executive Academy attracted 55 top-level candidates from more than 30 countries around the globe.

The next edition took place in Prague in November 2018 with 21 participants.

The EFMD team has capitalised on the Executive Academy to offer new activities to continuously improve and enrich the programme portfolio and to support excellence and dynamism in the EFMD network.

The two most recent initiatives are described next.

Targeted spin-offs

Both programmes were delivered in autumn 2018 and due to their success, they will have possible repeat editions in the future.

The first programme targeted the Russian academic community and together with SKOLKOVO Moscow School of Management, EFMD offered "The Leadership Accelerator Academy" for business schools and university executives.

Focus areas reflected pressing issues for Russian higher-education managers, in particular leading the transformation processes related to the prioritisation of impact and engagement, internationalisation and digitalisation.

The second offering, "The Programme Management Accelerator Workshop", was implemented in October 2018 in Estonia in co-operation with Tallinn University of Technology.

The two-day workshop offered a comprehensive training opportunity for programme directors and managers representing a very good example of covering the key ingredients of delivering high-quality degree education successfully.

Conclusion

The perspective of a 100-year life span, the majority of that time spent studying and working, means that lifelong learning and professional development will be a lot more important, and different, for future generations.

Future business school leaders expect to be taken on a participative learning journey that is rich in content, fun and flexible, creating a sustainable network of international peers and providing long-lasting personal impact. New technologies and experiential learning will open up new opportunities in these areas.

Broad and customised professional development programmes will help EFMD cater to the strategic needs of our members. You can count on all of us at EFMD to continue to run and continuously enrich this unique and unparalleled strategic portfolio of professional development services.

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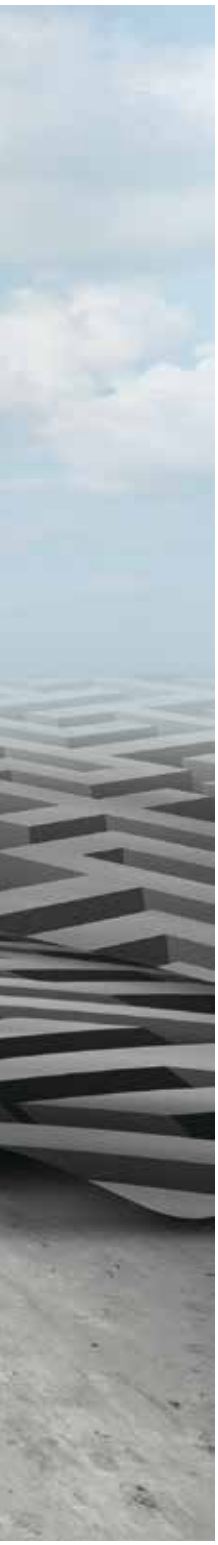
By
Ulrich Hommel, Director of Business School Development & Associate Director Quality Services, EFMD GN

Open positions: leaders for unsettled times



> *While, so far, a "steady hand" and the "ability to say no" were appreciated leadership attributes, these will need to give way to leadership styles that embrace change as the new normal and accept "trial and error" as a guiding principle for institutional development*

An overwhelming abundance of narratives by now suggests that the future of business schools (or universities for that matter) will not be like the past – not by any measure. The flood of concepts describing the drivers of change is certainly massive: Industry 4.0, Internet of Things, Artificial Intelligence, Virtual/Augmented Reality, Gamification of Learning and Work, Blockchain (as provider of trust and educational access) and so on. As business schools transition into this still fuzzy future, professional development of executives and staff will become an even bigger strategic priority and will demand different approaches. What it entails is the focus of this article.

Business schools within the wider eco-system

New technologies will have a multi-faceted impact on every aspect of a business school's business model from the way education is provided and what it consists of, what role research can and needs to play in this context, and how a business school is linked to the outside world to maintain its academic and financial viability. There is an emerging consensus that higher education has entered a process of unbundling and business schools will most likely be early adapters.

Unbundling implies that the provision of management education will increasingly happen within ecosystems of potentially very diverse players. Integrated, traditional business schools will have their place next to technology providers, freelancers, corporate talent managers and potentially many more.

As business schools will be forced to absorb the disruptions of technological change, so will their leaders need to deploy a different skill set to chart the course through, what seems, much rougher waters ahead. While, so far, a "steady hand" and the "ability to say no" were appreciated leadership attributes, these will need to give way to leadership styles that embrace change as the new normal and accept "trial and error" as a guiding principle for institutional development.

Business school professionals will in the future need to interact within ecosystems on all organisational levels and in non-traditional ways. Most obviously, their schools will become transactional contributors to educational value chains largely sitting elsewhere. As more of the current learning content becomes technologically commodified, schools will probably put more emphasis on specialized training that can for instance be produced in cooperation with others within self-organizing networks. It appears that business school professionals are currently not adequately prepared for these and similar emerging challenges.

Professional development in a traditional context

Organisational charts of business schools are in the majority of cases fairly uniform. There exist vertical management trajectories in teaching and learning, research, executive education/stakeholder management and possibly international relations interconnecting the different organisational layers.

Professional roles exist each step of the way and are often filled by pairs of academic and non-academic staff. Faculty move initially into managerial positions by taking on assignments as part of their service commitments; for example, as programme directors or department heads. Administrative staff dominate the backbone of institutional operations such as marketing and communications, placement, or student support services. But this often presents contested space between business school and parent university.

The dominant model of professional development is still "learning on the job" and, as experience and track record builds up, expanding the portfolio of managerial responsibility within teams or by moving up to the next organisational layer. Targeted development offers may help along the way to prepare for the next bigger assignment. They are organised in-house, offered by the parent or outside organisations such as EFMD. They may also come in the form of peer-based mentoring networks (as for instance found in quality assurance). Hence, professional development complements a dean's effort to set up succession pipelines by ensuring the smooth transitioning of people between roles.

The current approach to professional development is not sustainable if the institutional context is changing as suggested above. It tends to replicate the *status quo* in terms of managerial competencies and solidifies existing silo structures that hinder the immersion into surrounding eco-systems. In contrast, business school professionals would ideally aim for acquiring the skill to invest institutional slack (resulting from an abundance of resources or over-compliance of existing rules and norms) into targeted deviations from the status quo, even if this involves breaking with existing conventions.

Targeting the competencies of the future

Eco-systems can be extremely disorderly, but at the same time amazingly versatile to produce refined, customised outcomes. It is therefore the wrong question to ask whether the sector will eventually move from one state of educational provision to another. The future will be one of multiplicity with the co-existence of many different educational experiences. These will certainly include traditional degrees, stackable qualifications acquired from one or several suppliers, but may also involve different forms of evolutionary credentialing with a broad variety of educational experiences.

Business models will change as a consequence. Business schools may, for instance, increasingly assume the role of global talent seekers, while other agents in the network lead in talent refinement. Revenue models may become more fragmented

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and diverse ranging from fee-paying students, management talent farmed out by companies, HR angels financing students in exchange for a share of future income to specialised education needs funded with smart contracts sitting on a blockchain.

In this new environment, the leaders of business schools (thought of very broadly) need to become experts in scanning the environment for emerging opportunities (which is a matter of picking up and aggregating weak signals appropriately). It requires, first of all, a greater readiness for critical self-reflection and also thrives on a bottom-up attention to detail (as opposed to top-down simplification based on the glories of past achievements). Upon further reflection, the reader will understand that steadfast leadership is gaining a very different meaning in this context.

Pairing situation awareness with creative and explorative leadership gets us only half the way. It must be supported by the engagement of faculty and staff (and other stakeholders) to augment the understanding of existing challenges and opportunities. Fostering faculty and staff empowerment with greater control delegation can be an important step in the right direction. The challenge is formidable – to move the typical professional out of a siloed mode of work and to challenge the belief that the bureaucratic formalization of processes is an essential ingredient for the provision of quality. Targeted professional development can help to meet that challenge.

Business school organsations must ultimately acquire a proactive posture. It needs to be practiced, stress tested, linked to a unity of purpose and, to cite Nassim Taleb, embedded in incentive structures ensuring that decision-makers have actually "skin in the game". Networks will logically play a key role in dealing with disruptive change; it will allow business schools to leverage knowledge and capture synergies via co-creation.

What is conjectured here is nothing short of a fundamental make-over of organisational culture. Business school professionals must be prepared to drive this process in a measured and deliberate fashion. Professional development will be a vital ingredient to make this happen.

"Just as the business school community is searching for the way forward - hoping for a gradual evolution of change but bracing itself for jumps and jolts along the way – so must the breadth and structure of the professional development offer be advanced step by step.We will need a competition of ideas how to advance the skills of managing ourselves.

Realigning professional development with future development needs

Organised professional development so far targets mostly functional roles, focuses on tool boxes that make the person effective on the job and augments the training with leadership experiences that make the interactions with others more effective, be it superiors, colleagues, people managed directly or indirectly, as well as third party agents connected to the school on an arm's length basis.

While this continues to be relevant, it needs to be supplemented with more generalist-type training that enables individuals to analyse the issue from different perspectives, which will also grant a deeper understanding of the context. To borrow from the business schools' medicine cabinet directly, professionals need to acquire the ability to deal with "dirty puzzles" that are ambiguous and complex.

And the context is eco-system based. To use the analogy of an automobile, business school leaders from the top down have to understand whether they can contribute best to the driving experience as the steering wheel, the suspension or merely the motor oil that ensures the smooth functioning of the engine. Maybe all of these and more in different relational arrangements. Probably better to be versatile as steering wheels may become redundant rather quickly.

Business school work is also likely to become more transitory, implying that professional development should address the individuals' mobility needs. This is not a negative, but actually a necessary element to strengthen a school's linkages to the eco-system. Individuals from diverse backgrounds need to be initiated to business school work and enabled to bring to bear their non-academic experiences and competencies. Equal attention must be devoted to advancing their career until they can be sent off to more lucrative assignments of their choosing. To pick up on a thought originally developed by Peter Lorange, business schools have to be managed as learning organisations. In an eco-system world, this also involves creating tentacles to the outside world. Professional development can help to strengthen the in- and outward connectivity.

Just as the business school community is searching for the way forward - hoping for a gradual evolution of change but bracing itself for jumps and jolts along the way – so must the breadth and structure of the professional development offer be advanced step by step. We will need a competition of ideas how to advance the skills of managing ourselves. Experimentation will be desirable; riding behind the wave of change will be most dangerous.

EFMD as a provider of professional development

EFMD has a long-standing track record as a provider of leadership programmes (see in particular Cornuel/Marinkovich and Burquel/Creagh in this volume). Future expansion and refinement of the offer will see a much more explicit link to the disruptive challenges facing business schools. This will meet demand needs but will also provide an opportunity to activate communities with the EFMD membership that can ultimately strengthen institutional support networks.

This article outlines a vision, a point or better a corridor on the horizon that we are targeting when developing training offers. Specific offers will still be grounded in the now and then so that participants can meet and thrive on the professional challenges of today. The visionary focal point helps to create the edge that charts the way ahead.

By going beyond the simple creation of issue awareness, EFMD Professional Development delivers learning points for the wider business school community on the ways quality can continued to be improved and assured in this more fluid future. After all, this is the very core of EFMD's mission.

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By
Zita Zoltay Paprika, Dean of the Corvinus Business School, Corvinus University of Budapest, Hungary
Metka Tekavčič, Dean of the Faculty of Economics (FELU), University of Ljubljana, Slovenia

The trigger for institutional change

Business schools have been one of the success stories of higher education over the past 50 years, as Howard Thomas has noted, Singapore Management University, 2017. However, with hindsight, yesterday's business game was relatively easy to play.

What about business schools? How are they doing? How should the professional development of faculty and talents be managed to enable the necessary renewal of institutions that tend to resist change anyway? And, this in a situation where business schools are bound to be forerunners of change within higher education institutions: as Alec Cameron noted in 2017's *Times Higher Education* "… to understand how universities will evolve in the next decade … look where business schools are today".

Business schools are associations of individuals who come together to create impact and give the world generations of socially responsible citizens. The business schools' leadership role is to encourage its academic community to develop personally and professionally in order to be able to make contributions to the development of society and the economy, both locally and globally.

Professional development enables changes to be supported and managed with a purpose. It is sensible to develop the strong points of each individual, focusing on those that are aligned with long-term institutional objectives – a process, that is beneficial to both individual and institution.

The need for a systematic approach to professional development

Partaking in various institutional initiatives, sometimes driven by external pressures, helps to foster professional development of academic staff.

The roles different types of academic staff play within a contemporary accredited business school are becoming more defined, criteria of success are being set in a more objective (and challenging) manner, and a distinction is made between predominantly teaching-oriented and research-oriented faculty, with various administrative roles on top of teaching and research that require additional competences.

We need a more systematic approach to professional development of top management teams in our schools. Being aware that "the shoemaker's son always goes barefoot" we at the Faculty of Economics in Ljubljana (FELU), Slovenia, and the Corvinus Business School in Budapest (CBS), Hungary, need to stay on top of current issues.

These include generational differences between younger and elder faculty, equal opportunity and gender equality, deans' roles as multifunctional persons – managers and academics, the extreme demands of managing academic peers as *primus inter pares*. And, of course, management practice that develops rapidly.

Attending EFMD leadership seminars proved to be valuable in this respect, especially as they combine knowledge with the inter-institutional network benefits. Members of our management teams traditionally participate in the EFMD leadership academies; in the case of FELU the new knowledge combined with peer-to-peer interaction in the Executive Academy was instrumental in achieving a satisfactory position in the *Financial Times* ranking.

After attending the Executive Academy, participants are expected to develop and implement capstone projects. At CBS, for example, one of these capstone projects focused on internationalisation, specifically how to attract more international students to a particular programme.

Using the extensive feedback from the capstone project supervisor, significant changes were implemented in communications that enhanced the visibility of the school in the international arena.

Results from attending these academies were clear; coming back, colleagues were "recharged", empowered and enthusiastic, they learned how to balance teaching, research and management, and their work-life balance improved.

Taking the road of institutional change

In pushing ideas in order to build coalitions and create a critical mass of academic staff needed to implement changes, quality improvement and standardisation initiatives have proven to be an important driving force.

Our experience in Budapest and Ljubljana shows that changes related to expectations and goals trigger professional development initiatives by faculty members. These predominantly emerge from faculty members themselves.

Professional development workshops at academic conferences and events organised by accreditation bodies are a valuable resource not only for academic staff directly involved with accreditations but also for others participating in these events. Administrative staff also has to be a part of professional development initiatives.

For example, at CBS, administrative staff in managerial positions take part in training and workshops addressing organisational change and development. Faculty members are thus able to develop their strengths according to their needs and desires.

Succession planning and talent management as two integrated processes

Succession planning involves identification of talented individuals, their development and proper placement. In terms of identifying talents, it means identifying faculty members or professionals talented in terms of teaching, research or administrative performance but also in potentially taking on managerial, organisational and leadership roles. A comprehensive assessment of not only individuals' performance but also competencies, in particular managerial or leadership ones, is thus needed.

In our business schools, the challenge of succession planning is augmented by the fact that deans and vice-deans are not appointed but elected by the academic community. Therefore, the aim of professional development is to advance competencies and confidence to pursue candidacy and to enable candidates for management positions to craft and communicate their vision of the schools' development.

Because previous experiences in administrative positions play an important role in assessing the credibility of candidates, at FELU, for example, we provide a range of possibilities for young faculty to engage in administrative roles. Recently, an approach of combining experienced seniors with junior faculty on various administrative bodies has worked very well. Also, senior faculty members take on co-ordinating roles for key projects in order to ensure transfer of knowledge and develop junior faculty as team leaders.

At CBS, young faculty members are regularly invited to take part or to lead some well-defined management projects. They are mandated to organise tailor-made corporate programmes, international conferences or to manage research units at the school. Their performance is evaluated by the senior management members of the executive team.

> *EFMD activities fostering learning, sharing and networking among its members, which are in many cases not obvious to the broader audience, are however the substance of this organisation, which defines itself as a forum for information, research, networking, and debate on innovation and best practice in management development.*

The importance of pro-active leadership and succession planning

In our efforts to accomplish our visions as leading national institutions, the external and internal governance is designed to ensure a smooth transition of schools' management teams. For example, the FELU dean election incorporates a transition period of four months, during which the incoming dean "shadows" the dean-in-office to get the necessary insight into the governance of the school.

Deans are also exposed to most recent business school leadership practice. Benefits from interinstitutional network at the annual EFMD deans conference are of crucial importance for a new dean, and also timing of the conference a few months after taking over the leadership of the school is favourable.

For example, in Ljubljana the management team changed in 2017. The dean was re-elected while vice-deans have changed. The change was intentional to assure knowledge transfer of the governance of the school and a smooth transition to the 2019-2021 management team. In this context, in the current 2017-19 term, former vice-deans are leading important strategic projects.

EFMD and professional development

EFMD activities fostering learning, sharing and networking among its members, which are in many cases not obvious to the broader audience, are however the substance of this organisation, which defines itself as a forum for information, research, networking, and debate on innovation and best practice in management development.

In business schools, institutional change is only possible with leadership of top management who are able to follow trends in the global and local environments. School's executive team members themselves need to engage in different forms of professional development. Ultimately, schools are people and people change all the time. The main responsibility of the management teams is to responsibly drive institutions forward by stimulating creativity and enabling sustainable development solutions.

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By
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Jordi Diaz, Associate Dean of Programmes, EADA Business School

The Executive Academy

The late Sumantra Goshal once pronounced the wise words: "You cannot manage third generation strategies with second generation organisations and first generation managers".

First-generation organisations (1stG) that operate in a stable and predictable environment can manage people primarily based on the principles of scientific management and command and control to create a well-oiled machine capable of operational excellence. The disadvantage of 1stG organisations, however, lies in their very stability and predictability: they are slow to adapt and they do not take advantage of the initiative and intelligence of employees.

Second-generation organisations (2ndG) have to respond to increasing pressures to deliver, shifting attention to sales and growth. They are a step up from 1stG in that they do draw on the creativity and resourcefulness of employees, driving them mainly through management-by-objectives (MBO), which leaves a lot of room for autonomy. However, MBO is also fraught with problems, such as the single focus on individual objectives, the negligence of criteria for excellence that are hard to measure, and self-serving, unethical behaviour under the motto "the goal justifies the means".

Third-generation organisations (3rd) build further on the strengths of previous generations but develop into learning, data-driven enterprises that adapt quickly to emerging, unanticipated changes in the environment, and put everything into place to promote efficiency and wellbeing. The highly adaptive 3rdG organisations develop flexibility and resilience bottom-up starting with the individual.

Challenges for leaders of business schools and universities

The need the move from 1st to 3rdG management is equally relevant for business schools and universities and probably even more challenging there than for businesses. Many universities still function as first-generation bureaucracies, churning out students.

Business schools, under pressure from, increasing global competition and highly demanding "customers", have adapted and developed 2ndG policies and processes to keep up with the transformations their main customers, managers, were going through. Business school faculty, often active as consultants, and very much in tune with the new trends in their areas, are expected to think ahead, and have to adapt 3rdG mindsets in order to prepare their clients and students for the future.

EFMD realises that educational programmes for deans, professors and even for researchers exist but few programmes offered solutions for the middle management of universities and management schools such as associate deans and programme directors, the leaders of tomorrow.

The Executive Academy was conceived with a clear purpose in mind: to help these professionals take charge of the necessary transformation of the educational sector, take up leadership to make organisation-wide changes, and prepare for taking over the helm.

We designed a structured programme focusing on wellbeing, self-leadership, leadership, disruptive technologies and innovation, with a clear focus on practice, to make sure the programme would results in tangible change in educational institutions.

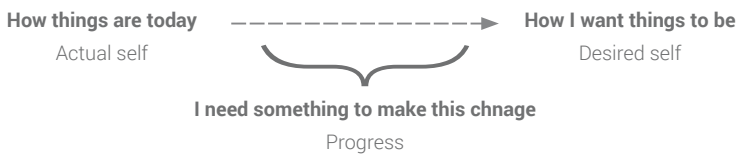

Figure 1: *Source: JTBD.info*

Designing the Executive Academy

For the design of the Executive Academy we followed a participant-centered approach. To offer a professional development journey that could "improve lives", we used our experience in the position and cross-checked with other colleagues working as associate deans and/or senior programme directors in different academic institutions. Using the framework of "jobs to be done", we aimed to move from "participants' needs" into "participants' struggles".

We wanted to become a platform to solve the real problems associate deans and programme directors were facing at this stage in their careers.

As a part of the design phase we asked deans of relevant business schools about the potential needs for a programme like this and we were able to identify important goals such as quality assurance, internationalisation, digitalisation and the importance of corporate connections.

Since the need/struggle was not located in a specific region of the world (such as Europe); therefore the opportunity was general for all regions in the world and we decided to offer the programme in three different locations, Europe (Prague), America (Miami) and Asia (Singapore).

With the needs and struggles identified, we started to design an educational experience that had the vision to become the bridge between how things are today and how the participants want things to be. The target market was clear: associate deans, senior programme directors and other division directors with managerial responsibility.

To engage this specific target we designed a a programme that was closer to what we offer in senior executive education programmes than in industry-specific education. Therefore the Executive Academy director had one-to-one conversations with candidates to set expectations about what the participant could find and what the programme expected from the participant.

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360

We decided that participants would have to start one month before the programme with a set of pre-programme materials (360 evaluation, readings, articles, exercises). This is common practice in business schools' programmes, but not in professional development for industry professionals

Delivering the Executive Academy

In order to encourage pro-activity and extend the educational experience beyond the one-week programme, we decided that participants would have to start one month before the programme with a set of pre-programme materials (360 evaluation, readings, articles, exercises). This is common practice in business schools' programmes, but not in professional development for industry professionals. We needed to embrace a system in which a participant will give as much as he or she will take away.

Due to the limited face-to-face time (4.5 days), we had to set an intense rhythm in our design. If we wanted people to forge long-lasting relationships with their peers, the programme had to be designed as a week with in-class and out-of-class activities that would accelerate the learning and networking parts of the programme. The residential component was also considered; participants staying at the same hotel will help to generate relevant conversations.

Self-leadership

In order to realise the overall objectives of the Executive Academy, we started the programme with a focus on self-leadership, developing sessions on leadership paradigms, purpose and self-leadership, self-knowledge and leadership styles, and self-leadership skills, primarily focusing on managing stress.

Participants in the Executive Academy are invited to reflect on their own sense of purpose in their personal and professional life to appreciate the importance and challenge of aligning personal aspirations, needs and talents with organisational expectations and strategic intent. Sensing one's own purpose is a fundamental step to understand the power of motivating individuals while realising organisational objectives.

With the daily demands of operations and targets, it is easy to lose out of sight one's personal deeper drives and ambitions. Developing awareness of one's own purpose triggers respect for the need and sense of purpose in others. However, this is only the beginning. Given the depth and very personal nature of purpose, managers tend to overestimate the effort and level of trust needed to elicit purpose in others.

Self-knowledge and leadership styles

High-performance teams are composed of a set of complementary styles and talents. This requires that individual contributors have a high sense of self-knowledge of their unique preference for selecting and processing data and interacting with others. Therefore we guide participants in discovering their own cognitive and social styles, which in turn determine individual (self)-leadership styles. Contemporary managers are not only capably of situational leadership, but develop the necessary behavioural complexity and repertoire to deal with many leadership paradoxes.

Self-leadership skills: stress management

The highly volatile socio-economic environment comes along with unprecedented levels of stress and pressure to deliver despite uncertainty. The 3rfG manager needs to be highly resilient and well balanced to rapidly bounce back from impacts and then inspire teams and organisations to maintain high levels of motivation. This starts with a strong sense of self-awareness of one's physical and mental vulnerabilities while coping with stress.

We introduce participants to the Brain Balance, a neurosciences-based model of four paradoxical activities that can be deployed to increase one's resources to deal with demands. Central to both stress- and time-management, and the harmony between work, family and personal life, is the capacity to focus, prioritise and be fully present, in order to take well-considered decisions and develop quality relationships at work and at home.

From self-leadership to leadership

The strong basis of self-leadership helps managers to lead and influence others with composure and grit. The challenge of participants in the Executive Academy, is that they have to deal on a daily basis with a wide range of stakeholders, administrators, students, organisations, professors and staff over whom they generally do not have any direct hierarchical power. This is why throughout the course we focus on motivating others through a shared sense of purpose, with language and arguments tailored to individual cognitive and affective styles, and by developing relationships based on respect for others' motives and aspirations.

"We have generated the Executive Academy Alumni, which will serve as our specific "innovation lab", not only to keep the conversation alive and offer new opportunities to former Executive Academy participants but also to make sure that future participants in Executive Academy will have access to an educational journey that tackles both participants' needs and struggles, whatever they might be

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After four editions and 76 participants trained in Prague, Miami, Singapore and then Prague again, we can confirm that our participants' lives have been improved after the experience

Starting to lead

To ensure the transference from the classroom to pratice, it is critical to set out a project in which participants can implement what they are learning in class. Therefore we included a capstone project in which participants implement a strategic, institutional challenge. Second, we offered one-to-one coaching session to the participant, two weeks after the "learning discovery" in order to develop and evaluate the leadership journey action plan.

Evaluating the Executive Academy

Executive Academy was born with a clear purpose in mind: to improve participants' lives.

This may sound a bit presumptuous, but after four editions and 76 participants trained in Prague, Miami, Singapore and then Prague again, we can confirm that our participants' lives have been improved after the experience.

However, the Executive Academy will maintain its "work-in-progress" approach. As new needs arise (such as artificial intelligence, blockchains), the programme will have to quickly incorporate them.

Also, struggles now barely evident will have to be addressed. That's why we have generated the Executive Academy Alumni, which will serve as our specific "innovation lab", not only to keep the conversation alive and offer new opportunities to former Executive Academy participants but also to make sure that future participants in Executive Academy will have access to an educational journey that tackles both participants' needs and struggles, whatever they might be.

The journey has only just begun.

Educating Ourselves
On the role of professional development in business Schools

By
Nadine Burquel, Director of Business School Services, EFMD
Ian Creagh, Strategy Consultant, HUMANE

Nurturing higher education leaders

HUMANE, the Heads of University Management and Administration Network in Europe, is an international association whose aims are to build international networks, to foster innovation in higher education services and to advance professional excellence in higher education management.

Since 1997 HUMANE has been supporting the professional development of current executive leaders as well as organisational development through the provision of programmes for senior managers.

Every year EFMD and HUMANE organise three one-week leadership development programmes for senior managers in higher education:

- A Winter School on internationalisation in Barcelona
- A Summer School on transformation and change management in higher education in Berlin
- An Asia Pacific School on strategic partnerships in higher education in Hong-Kong

What can business schools and universities learn from each other in organising internal professional development?

Business schools deliver a wealth of executive education to corporate clients and individual business leaders. But how are they nurturing their own leaders and managers?

Business education has become a globally competitive industry, meaning that "the business of business schools" has changed profoundly. Business schools are under pressure to design new business models, to diversify their education portfolio and enter into new forms of partnerships to enhance their global strategic position. Alternative education providers are growing fast. Not many schools have quite grasped how their can adopt digital learning at scale.

It is one thing to design new business models; it is another one to drive schools through major transformation processes. Leaders and managers need support to implement strategic change, adopt new organisational models and enhance professional services in business schools.

"The business of universities" is also changing in a competitive world of mass education and globalisation. Higher education institutions must compete for scarcer public and private resources and meet the expectations of multiple stakeholders.

They need to demonstrate social and economic impact from their research outputs, be it to help address "grand challenges" associated with, for example, climate change, mass immigration or dealing with ageing populations in developed countries.

It is therefore no surprise that university leadership and management capability as well as the institutional capacity have become so critical for institutional success.

There are often tensions between business schools, the institutional leadership and "the central administration" in universities. Business schools are often closer to student and other markets and as such are often eager to move fast with a business-like approach.

They can view the administration as "the elderly parent" imposing policies and procedures ill-suited for what they perceive to be their more dynamic approach.

Yet central services in many universities are also modernising quickly, with a strong emphasis on achieving measurable gains in efficiency in parallel with achieving gains in quality and satisfaction levels. The passive, rule-bound administrations of old, are being rapidly replaced by professionally led and professionally delivered corporate and academic services, combining and integrating central, local and outsourced service providers.

What action points in professional development can improve co-operation between business schools and their parent universities?

In designing any professional development programme for university leaders and managers, whether they are academics or providers of support services, it is important to bear in mind the global forces that are driving the need for institutional change in the way higher education institutions are led and managed. The following are commonly accepted as the most important:

- The **globalisation of higher education**, particularly in terms of the extensive search for talent in science, technology, engineering and mathematics (STEM disciplines), as well as the extraordinary growth of international student mobility
- **Policy shocks**, usually resulting from public pressure on higher education funding, and often accompanied by significant shifts in the regulation of higher education
- The relentless march of **digitalisation** and new technology, impacting teaching, research and the management of universities
- The **increased expectation of governments**, **business and industry** for higher education to play a greater role in driving social transformation as well as economic growth in return for taxpayers' investment in higher education
- **Shifts in the labour market for professionals**, which is challenging the nature and content of university degrees
- **Shifts in students' expectations** of what their student experience should be

In some cases, the need to re-align an institution along some or most of these drivers are caused by a rapid change in the funding policies or regulatory environment, calling into question an institution's entire operating model.

In other circumstances, the incentives to re-align are more oblique, where perceptions of institutional competitiveness are unclear and there is no one single factor forcing the need to change.

> *"There are great benefits to be realised from more consciously building peer-based learning experiences into professional development programmes in recognition of the fact that participants learn as much from each other as they do from instructors*

Irrespective of which end of this spectrum an institution is located, the process of leading and managing re-alignment requires highly skilled professional management working in tandem with academic leadership.

In such exciting but turbulent times senior managers in higher education need to understand global industry trends as well as the geopolitical changes that impact on higher education.

Narrow programmes focused on one-dimensional views of leadership and management will only achieve so much in helping to foster the creative, open-minded, digitally savvy and culturally aware higher education managers needed for higher education institutions to navigate the complex, competitive environments most institutions are now operating in.

Conversely, multifaceted multi-dimensional, matrixed professional development programmes will equip individuals with the knowledge and skills to grow in future leadership roles, in broader rather than narrow functional positions.

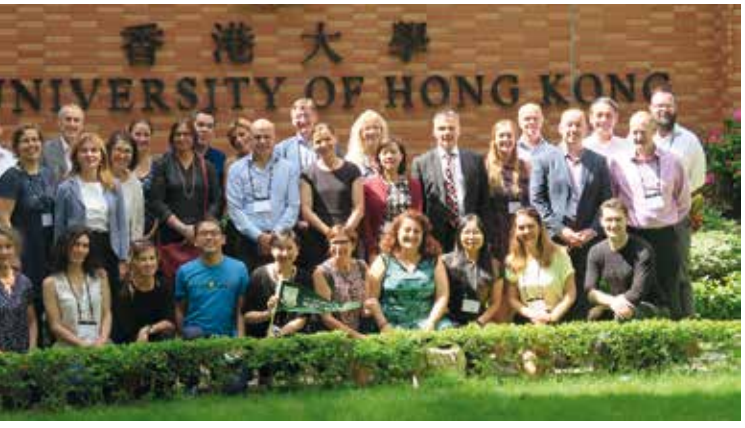
Professional development programmes must help participants understand the scale and impact of trends in their industry. At the same time they must help participants grasp the concrete implications of these trends for their institutions and for their own personal career development. In a nutshell, it is about developing reflective practitioners.

There is a wealth of knowledge and experience in higher education institutions, from which leaders

and managers can draw to take their institution further in terms of its strategic developments. But there are great benefits in collaborating with external partners and in learning from other sectors about the way they have delivered major transformations.

The delivery models of professional development programmes need to balance the provision of new knowledge about organisational management with skills components. Experiential, active learning approaches are therefore more commonplace in contemporary developmental programmes as these enable participants to experiment in settings that are non-judgmental, and solely focused on personal and professional improvement.

Similarly, there are great benefits to be realised from more consciously building peer-based learning experiences into professional development programmes in recognition of the fact that participants learn as much from each other as they do from instructors.



Developing cross-organisational and cross-functional conversations

Beyond the in-house leadership programmes delivered in business schools and universities, there is great value in exposing senior managers to many alternative views. Learning is enhanced when it takes place across internal organisational divisions, across institutions, sectors and with peers who hold different positions.

Multiple viewpoints can be considered for cross-functional teams to work collaboratively on new approaches, which build creatively on the best elements of each participant's contribution.

These "learn by doing" approaches, which seek to simulate real-world situations in higher education institutions, are an effective way of up-skilling participants rapidly in collaborative problem solving, as well as giving them access to an international peer network which they can use once a programme has been completed.

These approaches to programme delivery also help to underline the balancing act of leadership in modern higher education: balancing top down drive and a sense of urgency with the need to win the support of a bottom-up, empowered community; and balancing a commitment to academic freedom and significant individual academic autonomy, with the need to prioritise the allocation of scarce resources to progress a school's or institution's strategy.

Developing open mindsets to understand multiple viewpoints

There is no single business model to steer a university or business school forward. Institutional and school-specific strategies and their leadership, governance and management models, all exist in a rich context of their regional, national and international ecosystems, alongside their strategic aspirations.

There are great benefits to be realised from peer learning and benchmarking between institutions to understand the drivers behind different institutional missions and strategic approaches, including for example, the effective management of stakeholders' involvement in and commitment to a school's or institution's strategic agenda.

> *Some of the most exciting academic developments are trans-disciplinary in character, cutting across traditional "school" boundaries, but requiring much more flexible and agile approaches to academic leadership and resource prioritisation*

Developing (inter) cultural awareness and cross-cultural leadership

The learning also comes from the leadership skills acquisition and above all the understanding of what it means to be culturally aware and agile. In the global world of higher education it may seem that mimicry of the practices adopted by some leading institutions can be applied everywhere in the world. Yet all successful leaders know the substantial amount of time needed to deal with people within their institutions and with partner institutions to gain support for a fit-for-purpose strategy.

Things can go very wrong if cultural differences and approaches are ignored or not sufficiently addressed. Being a leader and manager in a higher-education institution is about building trust, working effectively with staff, students and stakeholders increasingly coming from many different backgrounds. Multiple conversations can maximize the potential for growth by working across borders, languages and cultures in the case of international strategic partnerships.

Conclusion

The challenges faced by all universities are both complex and deep-seated. They evade simple, template-style solutions, and more often than not, require systemic change in institutions' operating models. Some of the most exciting academic developments are trans-disciplinary in character, cutting across traditional "school" boundaries, but requiring much more flexible and agile approaches to academic leadership and resource prioritisation.

Many, perhaps even most, rectors or deans of business schools will tell you that one of the biggest challenges they face is assembling and then aligning the leadership and management talent to be able to deal with these challenges in an effective way, without damaging the "academic soul" of the institution.

Both universities and business schools experience the same challenges in how to manage change effectively, deal with conflict, understand resistance, work in teams, cope with ambiguity, understand different communication styles, and maintain an external awareness of the forces that impact on higher education institutions generally and business schools in particular.

These forces are beyond the control of institutions and even governments. Nonetheless, it is clear that significant skill deficits in these areas continue to exist in many business schools and universities more generally.

Addressing these skills development challenges is beyond the resources and therefore the capacity of individual institutions. It is against this background that HUMANE and EFMD have sought to provide professional development solutions attuned to the needs of their respective memberships.

Educating Ourselves
On the role of professional development in business Schools

By
Martin Moehrle, Associate Director of Corporate Services, EFMD

The new realities of corporate learning

Corporate training departments were established in the early 20th century, at first to enable the workforce to master work processes to deliver quality products; then, later, as corporate learning functions, to pursue one or more of the following objectives:

- Supporting individuals in improving their performance and realising their potential
- Building the organisational capabilities needed to execute business strategies
- Accelerating the growth of the talent/ leadership pipeline
- Strengthening or changing culture/ mindset/ behaviours

Corporate strategy has, among other things, to balance the following two dimensions: short-term performance vs long-term innovation and competitiveness on the one hand; and strengthening culture vs enabling change and renewal on the other hand (See Figure 1).

In a competitive setting, there is never a stable equilibrium. For corporate strategy to be realised, it must be translated into a corresponding human capital agenda that needs ongoing synchronisation with corporate strategy.

Traditionally, corporate learning functions focused foremost on improving the performance of individuals, teams and businesses: ie, on exploiting current assets; and on strengthening culture and clarifying the non-negotiable core principles and behaviours. The objectives were stability and long-term employment.

However, in times of fundamental change such as we are experiencing today, organisations must become more agile and adaptive to change and more entrepreneurial and innovative. Hence, in recent years, we could witness an extension of the corporate learning function's portfolio of activities, including, for example, design thinking workshops, innovation labs, incubators, BarCamps, hackathons and the like (See Figure 2).

> *In times of fundamental change such as we are experiencing today, organisations must become more agile and adaptive to change and more entrepreneurial and innovative*

This requires the development of new capabilities within the corporate learning and development team. At a stage 1 (See Figure 3), the learning function focuses on service excellence and flawless programme delivery.

Building on this capability, learning functions enter a second stage of value creation through strategy enablement with a focus on learning partnering and strategic acumen. The evolution of corporate learning, as described in Figure 2, brings it at a third level to evolve into an agent of corporate transformation. This requires a systemic view and an understanding of how learning, in concert with select other forces, can drive fundamental change in an organisation.

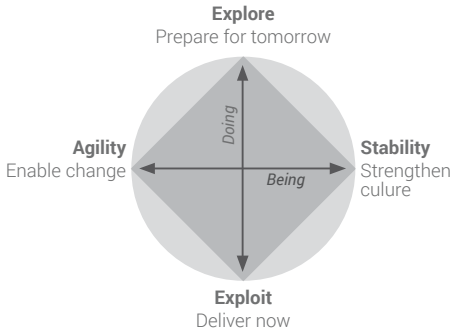


Figure 1 The magic square of human capital management

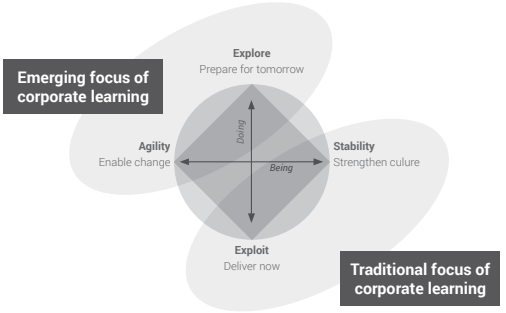


Figure 2 The shifting focus of corporate learning towards innovation and agility

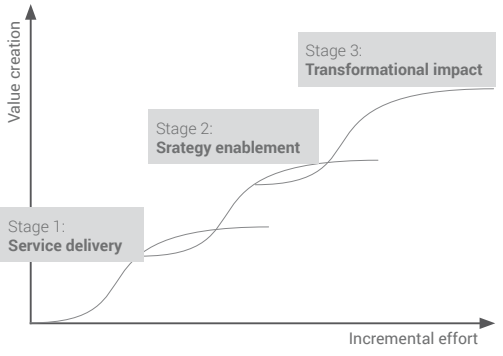


Figure 3 Three stages of learning and development value creation

Educating Ourselves

On the role of professional development in business Schools

"Today's complex and interconnected world, full of uncertainties, calls for a different way to lead. From focusing inwardly and down into one's own area of responsibility, leadership increasingly means shifting the perspective and actions upward and horizontally, thereby linking people and units across and beyond the organisation

Where corporate learning is headed

Given the transition from the industrial age to the knowledge era with an increasing amount of self-determined knowledge workers and in view of the digital transformation of all industries and aspects of life, the future of work will be distinctively different.

Traditionally, learning was organised in a highly controlled formal learning environment outside the normal work space. Going forward, corporate learning cannot limit its focus on formal learning any more. It must include informal learning near the job and on the job and in the flow of work.

Learners must take ownership of their own learning and become enabled to do so. The strengthening of a learning culture with comprehensive and ongoing feedback recognises the workplace as a rich source of learning and the importance of the work context for an effective transfer of learning. Learning thereby evolves from knowledge accumulation to learning by experience and reflection.

The internet provides access to information on almost every aspect at everyone's fingertips and at minimal cost. Hence, the effective management of corporate learning in the digital age calls for the curation of this external information; to combine it with internally developed content and allow users to add their own content or to exchange information in communities across the enterprise, all within an easily accessible learning

portal. Learning becomes a real-time activity.

Blended designs have become the norm in formal learning, where face to face events are combined with self-paced and social learning. Learning formats increasingly have the learner in mind, to optimise the learning experience. Elearning gets enriched through gamification and video.

The offer gets more personalised and embedded in the work context. Microlearning allows people to engage in small doses of learning throughout the day. Digital delivery channels allow a significant scale up of learning activities. Learning analytics becomes more sophisticated.

Today's complex and interconnected world, full of uncertainties, calls for a different way to lead. From focusing inwardly and down into one's own area of responsibility, leadership increasingly means shifting the perspective and actions upward and horizontally, thereby linking people and units across and beyond the organisation.

Leadership was expected to have all the answers but, going forward, it cannot. Organisations must mature and become more resilient to tolerate grey shades and ambiguity and effectively deal with paradoxes.

Consequently, corporate learning, in collaboration with top management, updates in many organisations its leadership model and its approach to developing future generations of leaders.

What does this mean for business schools?

Business schools must prepare their undergraduate and postgraduate students for a different world of work, which will be characterised by, for example, automation and augmentation through artificial intelligence. Professionals will have to continuously update themselves up to changing entirely their professional domain.

A focus on humanistic skills such as critical thinking, judgement, cross-cultural appreciation, creativity, teaming, empathy, intellectual curiosity but also a solid understanding of technology and data science will be the most essential for a rewarding professional life and certainly more important than knowing the latest content. Schools should design the learning experience so that these skills are developed as a by-product.

Access to graduate talent with the right skills will become ever more important, given demographic changes in most countries. Hence, the placement of students will continue to facilitate good relations with corporate clients. A holistic account management system should allow to capture all (potential) touch points with a corporation, be they on student placement or regarding professional and leadership development or even on research.

This would allow schools to recognise the mature professional as a future target audience in the context of lifelong learning in addition to young people seeking tertiary education. One

Educating Ourselves
On the role of professional development in business Schools

avenue could be to focus on a school's alumni and support them in their professional development.

Another avenue would be to collaborate with corporate clients in re-educating larger groups of employees, either to develop new knowledge and skills or to convert them into a totally different professional domain. Education would be most probably part-time and blended. Teaming up with other academic schools, such as engineering and science, would allow both to offer comprehensive and integrated solutions. Business schools and universities could thus evolve into employability partners of the corporate world.

In executive education, all possibilities to support the transfer of learning should be leveraged, be it through recognising participants' development plans, the use of 360 feedback-tools to define a base line or including their managers in the learning process, or through action learning, blended learning and coaching as part of open programmes.

In customised programmes, the diagnostic phase should clarify the major transformation

Business schools should become a part of the learning ecosystem of the client organisation, and co-create programmes and solutions along with other ecosystem partners. Solutions could also be digital learning bites or project support in action learning, not always entire programmes

initiatives within the client organisation, how to accelerate them and how to become an integral element of the change agenda. The context of participants' work environment needs to be fully understood.

Programme designers, programme managers, and programme co-ordinators should have a good grasp of corporate life in general and their target audiences in particular. This could happen through regular visits, interviews, client councils on school or programme level and a strong link to alumni and learning leaders.

Business schools should become a part of the learning ecosystem of the client organisation, and co-create programmes and solutions along with other ecosystem partners. Solutions could also be digital learning bites or project support in action learning, not always entire programmes.

Should business school staff and managers be trained together with their corporate clients? The experience in the corporate world is mixed when inviting clients or distribution partners to join inhouse learning programmes. It can limit the openness of discourse and critical self-reflection. It can be very productive when innovating together or improving the customer interface.

To summarise, the corporate learning and development agenda is evolving

- to include informal and on the job learning and hence, blurring the frontier between work and learning
- to help the organisation transform in developing the awareness and agility to navigate uncharted waters
- to integrate gamification, simulations, action learning, AR and VR anf so on into learning experiences
- to digitise learning to enable mobile learning in a 24/7 mode and to foster blended learning
- to personalise learning through the enhanced use of artificial intelligence and learning analytics

For business schools to remain relevant to corporate partners, this means becoming an integral part of the learning ecosystem of a corporate client, which again requires

- deep insights in to a client's transformation journey
- integration of personal development and organisational development in programme design
- anticipation of the new world of work and its implications for new skills and new jobs
- ability to evolve into an employability partner offering life-long learning solutions.

For decades, Business schools have enjoyed an uncontested position within the corporate world in terms of talent supply, thought leadership and executive development.

To maintain this position, business schools must understand that corporate universities are not an unnecessary fad but a consequence of today's disruptive times. For business schools to remain relevant, they must become more client-centric, digitally savvy and entrepreneurial.

gf

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